

WALKER-GAMBLE ELEMENTARY

P.O. Box 7
New Zion, SC 29111

GRADES K-5 Elementary School

ENROLLMENT 567 Students

PRINCIPAL Sheila Floyd 843-659-2102

SUPERINTENDENT Mary Rice-Crenshaw 843-659-2188

BOARD CHAIR Dr. George Green 843-659-2137

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	46	43	2	0

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Below Average	No
2004	Good	Good	Yes

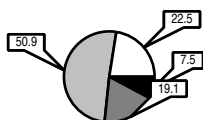
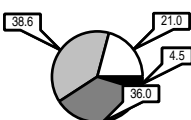
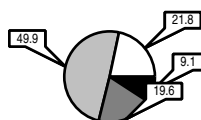
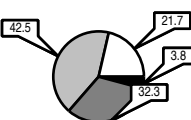
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

68.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	278	99.6	20.6	39.0	36.0	4.5	51.7	Yes	Yes
Gender									
Male	138	100.0	25.4	43.1	30.0	1.5	38.5		
Female	140	99.3	16.1	35.0	41.6	7.3	64.2		
Racial/Ethnic Group									
White	151	99.3	8.2	37.7	45.9	8.2	65.8	Yes	Yes
African-American	111	100.0	31.1	44.3	24.5	0.0	35.8	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	14	100.0	69.2	15.4	15.4	0.0	23.1	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	238	99.6	14.5	40.8	39.5	5.3	57.9		
Disabled	40	100.0	56.4	28.2	15.4	0.0	15.4	I/S	I/S
Migrant Status									
Migrant	7	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	271	99.6	18.8	40.0	36.5	4.6	52.7		
English Proficiency									
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	269	99.6	19.0	39.5	36.8	4.7	52.7		
Socio-Economic Status									
Subsidized meals	185	99.5	28.7	40.4	27.5	3.4	39.9	Yes	Yes
Full-pay meals	92	100.0	4.5	36.0	52.8	6.7	75.3		

Mathematics - State Performance Objective = 15.5%									
All Students	278	99.6	22.5	50.9	19.1	7.5	42.7	Yes	Yes
Gender									
Male	138	100.0	26.2	49.2	16.9	7.7	37.7		
Female	140	99.3	19.0	52.6	21.2	7.3	47.4		
Racial/Ethnic Group									
White	151	99.3	8.2	55.5	24.0	12.3	57.5	Yes	Yes
African-American	111	100.0	39.6	45.3	13.2	1.9	24.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	14	100.0	46.2	38.5	15.4	0.0	23.1	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	238	99.6	15.4	54.8	21.1	8.8	48.7		
Disabled	40	100.0	64.1	28.2	7.7	0.0	7.7	I/S	I/S
Migrant Status									
Migrant	7	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	271	99.6	21.5	51.2	19.6	7.7	43.8		
English Proficiency									
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	269	99.6	21.7	51.2	19.4	7.8	43.4		
Socio-Economic Status									
Subsidized meals	185	99.5	32.0	50.6	14.6	2.8	30.3	Yes	Yes
Full-pay meals	92	100.0	3.4	51.7	28.1	16.9	67.4		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	99	99.0	19.6	51.1	27.2	2.2	29.3
	Grade 4	101	99.0	34.4	36.5	28.1	1.0	29.2
	Grade 5	113	100.0	32.4	50.0	17.6	N/A	17.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	86	98.8	14.1	32.9	44.7	8.2	52.9
	Grade 4	97	100.0	16.5	41.2	39.2	3.1	42.3
	Grade 5	95	100.0	30.5	44.2	23.2	2.1	25.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	99	100.0	22.6	59.1	17.2	1.1	18.3
	Grade 4	101	100.0	26.8	39.2	19.6	14.4	34.0
	Grade 5	113	100.0	28.7	40.7	22.2	8.3	30.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	86	98.8	20.0	61.2	14.1	4.7	18.8
	Grade 4	97	100.0	18.6	49.5	24.7	7.2	32.0
	Grade 5	95	100.0	29.5	43.2	16.8	10.5	27.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 567)				
First graders who attended full-day kindergarten	99.1%	N/C	100.0%	100.0%
Retention rate	5.1%	Up from 4.2%	2.9%	2.7%
Attendance rate	99.5%	Up from 94.4%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.3%		5.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.3%		3.7%	3.5%
Eligible for gifted and talented	10.7%	Down from 12.7%	12.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.1%	Up from 4.3%	9.3%	8.2%
Older than usual for grade	6.2%	Up from 5.8%	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 40)				
Teachers with advanced degrees	60.0%	Up from 39.0%	48.9%	51.4%
Continuing contract teachers	10.0%	Down from 70.7%	89.5%	87.5%
Highly qualified teachers**	97.1%	N/A	95.0%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	97.5%	Up from 97.3%	86.5%	86.7%
Teacher attendance rate	94.5%	Down from 95.7%	94.4%	94.9%
Average teacher salary	\$38,953	Up 4.9%	\$40,260	\$40,760
Prof. development days/teacher	15.7 days	Up from 9.3 days	12.5 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Down from 20.7 to 1	19.0 to 1	18.9 to 1
Prime instructional time	93.5%	Up from 89.6%	89.4%	90.0%
Dollars spent per pupil*	\$5,404	Down 1.3%	\$5,727	\$6,044
Percent of expenditures for teacher salaries*	64.6%	Up from 56.7%	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.3%	Up from 94.4%	99.0%	99.0%
SACS accreditation	Yes	Up from No	Yes	Yes
Character development program	Below Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Walker-Gamble Elementary School offers a broad range of learning and developmental activities to all of our students from our four-year-old kindergarten classes to our fifth grade students. Our school theme for the past year was, "Reaching New Heights as Never Before in 2003-2004." We seek and strive to foster the intellectual learning of each child, and we work towards helping them with their personal, social, and emotional learning as well. Our work focuses on the total child and his or her environment. Many factors must be considered in trying to make sure each child receives the best and most appropriate education we can provide. The development of a quality education is incomplete without the development of good character and citizenship. Good citizens from each class are recognized monthly and good citizenship is modeled and encouraged daily.

We make concentrated attempts in involving the family members of our students, as we believe this is the way to make learning and the learning process the most meaningful and the most lasting. Teachers and parents were very successful in meeting and working together this year in many cases, and conferences were held with 96% of our families at various times throughout the school year. Parents and other community members are encouraged to visit our school and get involved. We continually seek community participation and volunteers.

The faculty and staff are caring and giving individuals who take their jobs and their students very seriously. The tasks before us are immense. The world is ever-changing and there is constant renewal of strategies and materials to stay in touch with what must be taught and what needs to be taught. New technology and standards are ever-present and embedded in many of our daily goals and practices. We were very fortunate this past year to receive funds that allowed us to put a new computer and printer in every classroom and purchase projectors and digital cameras. We received more training in technology and have plans to increase our own knowledge and use of advanced equipment in the classrooms. It is our genuine effort that every child here receive the best that we have to offer in helping them become well-rounded, happy, and productive individuals.

Sheila C. Floyd, School Principal, 5/10/04

Tim Snipes, Improvement Council Chairperson, 5/10/04

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	42	79	55
Percent satisfied with learning environment	92.9%	96.2%	92.6%
Percent satisfied with social and physical environment	100.0%	96.1%	89.1%
Percent satisfied with home-school relations	73.2%	92.4%	84.9%

*Only students at the highest elementary school grade level at this school and their parents were included.